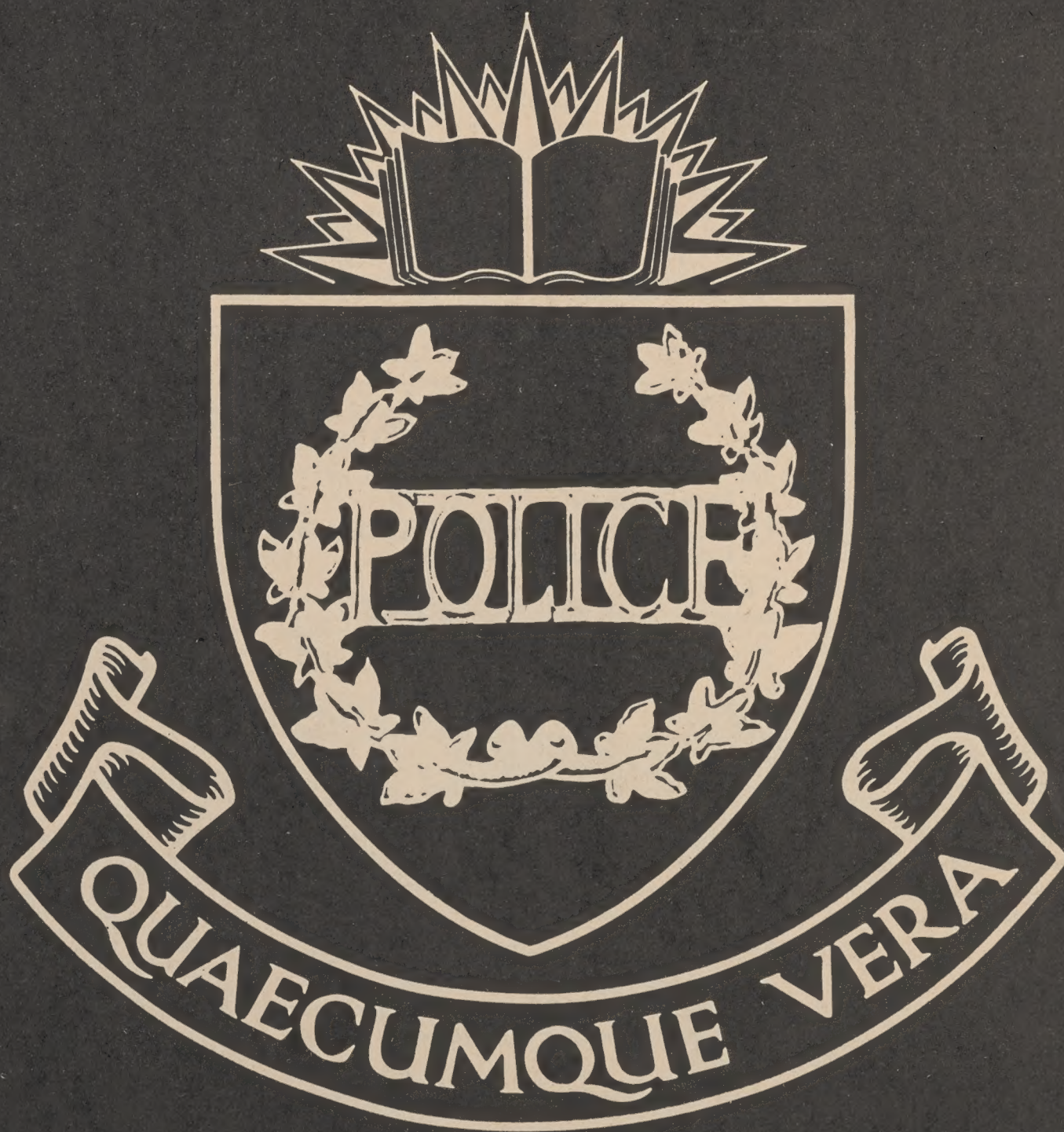


WEDNESDAY, MARCH 26, 1969

THE GATEWAY



These are the letters . . . About police and classes

TO: Department of Pharmacology
FROM: Dr. E. E. Daniel

January 27, 1969

**RE: INTRUSIONS INTO EDUCATIONAL ACTIVITIES
IN THE DEPARTMENT OF PHARMACOLOGY**

I have been informed that individuals purporting to be members of the Campus Police have from time to time attempted or succeeded in entering classrooms and laboratories in other departments in the University to interview, question, or identify students taking part in these activities. In some instances when the individual purporting to be a member of the Campus Police was requested to produce identification, he refused to do so.

In the Department of Pharmacology no individual, whether connected with the Campus Police or not, is to be permitted to interview or have any contact with students carrying out activities in our courses. Such individuals, if they attempt to intervene in classroom or laboratory activities, or in any other way, are to be referred to me.

Thank you for your cooperation in this matter.

E. E. Daniel, Ph.D.
Professor and Chairman
Department of Pharmacology

**TO: Dr. E. E. Daniel, Department of
Pharmacology**
**FROM: D. G. Tyndall, Vice-President for
Finance and Administration**

February 3, 1969

Thank you for sending me a copy of your memorandum of January 27, 1969 addressed to the Department of Pharmacology regarding "Intrusions into Educational Activities in the Department of Pharmacology".

I agree with you that as a general rule, the campus police should not intervene in classroom or laboratory activities on campus; however, in the case of serious emergency, the police must have the authority to enter a classroom or laboratory even without the approval of the head of the department, if the head of the department is not available at the time.

I feel that the exception which I have tried to set forth in the preceding paragraph must be recognized since the campus cannot be a haven or refuge for criminals, and because emergencies do arise. (Recently we had a case of a student who is alleged to have inflicted serious bodily harm on two students, and to have threatened further action of the same type). I have sent a copy of your memorandum to the Security Officer and have asked him to ensure that members of the campus patrol are instructed "that except in case of emergency, they are not to intervene in any classroom or laboratory activity without prior approval of the head of the department".

In the future, I would appreciate it if, instead of issuing unilateral orders of the kind contained in your memorandum without prior consultation, you would do me the courtesy of bringing such matters to my attention either directly or through Dean MacKenzie, so that a solution which is acceptable to all concerned could be worked out.

(Signed) D. G. Tyndall

**TO: Dr. D. G. Tyndall, Vice-President for
Finance and Administration**
**FROM: Dr. E. E. Daniel, Chairman,
Department of Pharmacology**

February 10, 1969

CONFIDENTIAL

Dear Dr. Tyndall:

Thank you very much for your letter of February 3 in which you outlined your views regarding the intervention of campus police in classroom or laboratory activities on the campus. I am pleased that you feel (and have taken steps to implement) that "except in cases of emergency, they are not to intervene in the classroom or laboratory activities without prior approval of the head of the department". I am however, unable after considerable thought to understand the necessity for an exception to this rule.

You give as the reasons for the necessity of exceptions that the campus cannot be a haven or refuge for criminals and that emergencies do arise. With regard first to the emergencies, I should think that the only likelihood of an emergency of the type you describe, or indeed any other emergency would be an event which occurred within the classroom during classroom activity and in connection with which the department head or the faculty member in charge of the class, acting on the authority of the department head, would have summoned the campus police. Therefore the question to which I address my memorandum, the unrequested intervention of the campus police, could not arise. You may be assured of course that in the event we are unable to deal with any emergency that might arise in the classroom we would request the necessary help.

With regard to the other reason for the exception, namely that the campus cannot be a haven of refuge for criminals, I am unable to follow your reasoning. If you are referring to convicted or escaped criminals, I would assume that such individuals would be most unlikely to be in classes in the University of Alberta. If you are re-

ferring to alleged criminals, then I think it is entirely improper for them to be identified, interrogated or apprehended from a classroom. Since students spend only a minority of their 24 hours per day in the classroom, there are many other opportunities for such police activities. I am sure you will agree that the effect on the classroom and on the relationship between teacher and student does not permit intervention of the type I had in mind. There are indeed many other more appropriate ways of handling any problem that is likely to arise in respect to an alleged offence by a student. Since there are questions of academic freedom associated with this matter, it might be desirable to seek further clarification of what seems to be our difference in viewpoint by referral of the matter to General Faculty Council.

I am indeed sorry if my memorandum seemed to you to be discourteous and to have the aspect of a unilateral order. Let me make clear that I have only the greatest admiration for you and your willingness to undertake a difficult and often thankless task with great patience. My intention in sending the memorandum was in fact to do you the courtesy of informing you of what I thought was obviously an action required by me within my duties as Chairman of the department. As you are no doubt aware, there is some lack of clarity in areas in which academic and administration affairs overlap. I did discuss the matter very briefly over the telephone with Vice-President Wyman who suggested that I should outline a particular case to get a ruling. In the interim I thought it best to leave my staff with a clear position as to what action they should take in the event of an intervention of the sort which I had in mind. This position of course left me with a responsibility of making the decision, a responsibility I am glad to undertake.

Finally, I would be most grateful if in the future that correspondence dealing with academic affairs should not include copies to Mr. C. A. Breakey. I do not regard that individual as having any competence in academic matters and as having an attitude of mind consistent with academic life generally.

Yours sincerely,
Dr. E. E. Daniel, Ph.D.
Professor and Chairman

**TO: Dr. E. E. Daniel, Department of
Pharmacology**
**FROM: D. G. Tyndall, Vice-President for
Finance and Administration**

February 20, 1969

Thank you for your memorandum of February 10th regarding the Campus Police. I was pleased that in your handwritten note you agreed that an emergency could arise which would necessitate police intervention in the classroom without prior agreement of the department chairman.

I cannot accept the suggestion made in your final paragraph regarding Mr. Breakey, since there may well be areas where there is a significant overlap between purely "academic affairs" and affairs which are properly the concern of the Security Officer. When such problems arise, it is essential that Mr. Breakey be advised. I realize that Mr. Breakey's past experience was in situations different from those with which he now must deal. He has much to learn about academic life and the academic community, and he is aware of this. Mr. Phillips and I believe that Mr. Breakey can make a useful contribution to the University. I hope that any past unpleasantness can be quickly forgotten.

D. G. Tyndall

**TO: Dr. D. G. Tyndall, Vice-President for
Finance and Administration**
**FROM: Dr. E. E. Daniel, Chairman,
Department of Pharmacology**

February 26, 1969

Thank you for your note of February 20th. You have ignored by suggestion that there are unresolved issues in this matter which might properly be taken to the General Faculty Council. Apparently you do not agree. However, I think that the matter is of sufficient seriousness and importance not to be left unsettled. Let me point out one example of an area in which clarity is lacking, and there are many.

In the event that a University security officer requests permission to enter a classroom or a laboratory and in the view of a responsible person this is unwarranted and permission is denied, can the security officer on his own, decide whether an emergency exists and enter the classroom anyway? Who defines what an emergency is? I myself am unprepared to leave this to the discretion of the Chief Security Officer, or anyone else for that matter. With regard to the Chief Security Officer, I am completely lacking in confidence in his ability to handle any situations which might arise in the future such as have arisen on other campuses. I, in fact, am confident that any actions he might take would make matters worse instead of better.

I sincerely hope that we will never have any of the confrontations that have existed on other campuses, but on the other hand I think it would be irresponsible to assume that they might not occur here. In view of all the unresolved issues which I see in this matter and in view of your lack of interest in bringing it before the General

Faculty Council, I intend instead to bring it to the attention of the executive of the Staff Association. Before doing so, however, I wanted to inform you.

Thank you for your time and attention to this matter

Yours Sincerely,
E. E. Daniel, Ph.D.
Professor and Chairman

**TO: Dr. E. E. Daniel, Chairman,
Department of Pharmacology**
**FROM: D. G. Tyndall, Vice-President for
Finance and Administration**

March 4, 1969

Thank you for your courtesy in advising me of your intention of bringing the question of the authority of the Security Officer to enter classrooms before the Staff Association.

With respect to the specific question raised in the second paragraph of your letter, the answer must be: "The Security Officer". If the Security Officer were to abuse his authority, he would of course be disciplined. I regret that you have such a low opinion of the Security Officer. I have been favorably impressed by his performance in connection with recent troubles with the S.D.U. group.

I will of course be glad to discuss the issues with you personally, with the Staff Association, or at G.F.C., but since I personally see no unresolved problems, I do not propose to initiate such discussions.

D. G. Tyndall

**TO: Dr. D. G. Fisher, President,
Staff Association**
**FROM: Dr. E. E. Daniel, Professor and
Chairman, Department of
Pharmacology**

March 4, 1969

Dear Dr. Fisher:

I am enclosing correspondence between Dr. Tyndall and me in connection with the past, present and future activities of Campus Police and their authority to enter classrooms and laboratories on the university campus. I think it will be obvious that a number of important issues related to academic freedom exist and remain unresolved in respect to this matter. In particular I am concerned about what might happen in the event of some sort of confrontation between students and faculty. I am definitely not in favor of allowing these to be handled at the discretion of the Chief Security Officer and I think that policies in respect to these should be worked out insofar as possible in advance.

I would be happy to come and discuss this matter with the Executive if that seems desirable.

Yours Sincerely,
E. E. Daniel, Ph.D.,
Professor and Chairman

March 14, 1969

**TO: All Teaching Personnel—
Department of Political Science**
FROM: G. R. Davy—Acting Chairman

RE: UNAUTHORIZED INDIVIDUALS IN CLASSROOM

It has been reported to me that an individual purporting to be a member of the University security police appeared on Monday and Wednesday at the door of a classroom in which a section of Political Science 200 was being conducted. On Wednesday, he interrogated a student about the instructors and the course.

Until further notice, please follow these procedures:

- Do not permit any person to attend your lectures or seminars unless he or she is registered in the course or is known to you personally. If an individual not meeting these two requirements insists on staying, ask for identification, cancel the class, ask the individual to see Dr. Bay or myself.

(University regulation regarding "auditors" are set out in the 1968-69 Calendar, Item 12.3(5).)

- If any individual, whether he identifies himself as a member of the security police or not, stations himself at the door of your classroom to observe or question students or yourself, ask him to see Dr. Bay or myself. If the individual refuses to leave, cancel your class and inform Dr. Bay or myself of the details.

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Profs, students fear police roam campus. Are they here? If so, for what purpose?

There are "no specific regulations pertaining to the role of the security officer . . ."

Faculty and student reaction to the fact that no specific regulations govern campus security operations have ranged from horror to astonishment.

Reported interference in classes by campus police and the lack of regulations are seen as serious threats to academic freedom by some faculty members and students.

The reactions have come on the heels of the uncovering of a series of letters between the head of the pharmacology department and the vice-president in charge of administration and finance.

In those letters, and in subsequent comments, the vice-president has made it clear that the re-

sponsibility for deciding what is an "emergency" requiring police action lies with the head of campus security, as does the decision to what action should be taken.

The letters, published on page two, were released last week by the chairman of the University Government Committee, Dr. Grant Davy.

Pharmacology head Dr. E. E. Daniel released the series of letters between himself and vice-president D. G. Tyndall to the committee three weeks ago. As a result, Dr. Davy requested from Dr. Tyndall a set of all regulations governing campus security.

In his reply last week, Dr. Tyndall stated that there are "no specific regulations pertaining to the role of the security officer, his staff and the campus police."

The committee, an arm of the staff association, recommended Friday that "there should be fairly specific rules and regulations" for the operation of campus security. It has appointed a sub-committee to further study the situation.

Dr. Davy has been more outspoken in his criticism of the matter. "It is absolute nonsense," he says, "that the security officer decides what an emergency is."

"I'm just horrified to read in Tyndall's letter that there are no regulations. I want that decision made by someone like the president." On March 14, Dr. Davy, as acting head of the political science department, informed the members of the department that an individual purporting to be a member of the campus security force had "interrogated a student about the instructors and the course." His instructions to the faculty as to the future precautions against such actions are on page two.

"William Dryden, the lecturer concerned, says he cannot be positive the man watching his class was a plainclothes policeman. However, he says, 'I am sure myself he is and on the basis of what I know is happening in other departments, it could reach dangerous proportions.'"

"Tyndall's powers are such that they make him able to do almost anything. He could make very silly moves. Particularly with student unrest, there is a need for consultation."

Dr. Davy says two plainclothes policemen on the campus patrol have told him they cannot go into classrooms without checking with the department head. "They claim they haven't been in any classroom," he says.

Security head C. A. Breakey has refused comment on the situation. When he was contacted by phone, his secretary relayed this message: "You may send my compliments to The Gateway. As Gateway is a member of the news media, they may get any information from public relations."

If the campus patrol is involved, says Dr. Davy, "they'll have a real mess on their hands because if we were prepared to fight the RCMP for two years, we won't allow campus police to do it. We want to clarify the situation as to the powers of the campus patrol, and as well, their relation to the RCMP and city police."

Dr. Davy was involved in a national campaign by the Canadian Association of University Teachers several years ago to remove from the campuses RCMP members in plainclothes who were questioning students and professors. A commitment from the federal justice minister was subsequently received that the RCMP would be told to discontinue such activities. "My bet is that these people who are doing this are either city police or RCMP."

Dr. Tyndall, under whose direction security precautions are taken, says no city plainclothes police are on campus, at least to his knowledge.

"It is my understanding that Mr. Breakey would be advised of this, or of such matters as police posing as students," he said.

"Dr. Daniel has raised a pertinent question. In this case I am quite prepared to admit that some clarification was desirable and it has been achieved."

The vice-president says that the decision as to what constitutes an emergency should stay with Mr. Breakey. "I frankly think it is impractical to set out in advance procedures to cover every conceivable emergency," he said.

"There is an informal liaison between the campus security office, the Edmonton police force and the

RCMP. It is my understanding that it is a liaison in good faith and that the campus patrol office is advised when officers of the other units come on campus. 'I'd be happier if it were in writing but I'm not sure it's practical.'

"If the authorities have grounds in their opinion to believe there is a conspiracy afoot to destroy life or property, they have a responsibility to investigate," he said.

Dr. Tyndall said he "hesitated to discuss this issue" because "my experience with the student press is that I have been misquoted more than once."

Dr. Daniel, who gave permission to release the correspondence to graduate student Jon Bordo, says he cannot see "any basis at all for what has been happening in some departments, of the campus police coming in and questioning students in the classroom and lab."

"Mr. Breakey is allowed to make these decisions without procedures acceptable to academic personnel. Very bad mistakes could be made."

"Freedom between faculty and students should prevail, and not be interfered with by the campus police or anyone else. It is really a surprise to me that someone has to force this on the administration's attention."

"I would rather see it dealt with now rather than later when dis-

astrous consequences could follow. The decision of an emergency, except possibly armed entry, should be left to the discretion of the instructor or department head. I have a great deal of faith in my staff to fulfill such responsibilities," he said.

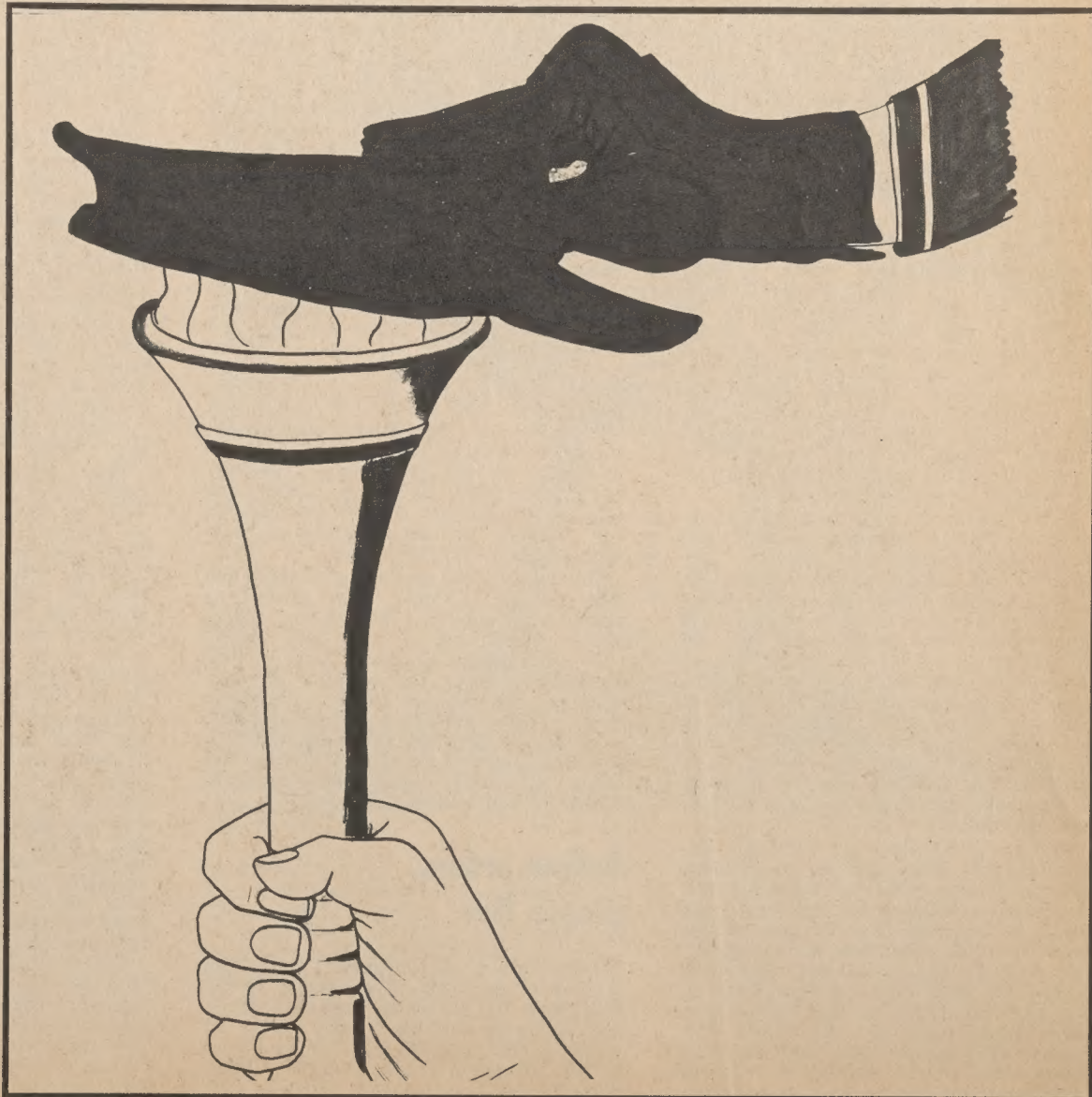
Students' union President David Leadbeater echoed the comments of the pharmacology head. "It has to be stopped right now or it will get worse," he said Sunday.

"It's quite clear that there is a problem with the administration. Allowing police to have free access to the university, to go about in plain clothes interrogating as they pleased may intimidate academic freedom if it is allowed to continue."

"It is a serious kind of omission," he said.

One other point the student president has expressed concern over is the security at the recent special meeting of the General Faculty Council. "It was incredible to see the number of policemen there, some of them in plain clothes. They could have done with almost no one."

Comments by the city police department and the RCMP concerning the campus and schools situation are included in the page eight story on paid informers.



Police disturb zoology class

Campus security officers in search of a student tried unsuccessfully to enter a zoology lab about three or four weeks ago, says Professor W. D. Staines of the zoology department.

At that time, one of his academic staff had gone to him asking for clarification of policy. Prof. Staines contacted C.A. Breakey, head of campus security, who informed him that the student was in some sort of difficulty with the RCMP who had no way of contacting him, other than on campus.

"I understand that the RCMP in some cases have jurisdiction to go anywhere, and that they must be co-operated with," said Prof. Staines. Mr. Breakey had told him this, Prof. Staines added, "so they did have the right to come on campus and hunt this fellow down."

Two non-uniformed campus security officers, in co-operation with the RCMP, went to the classroom and asked for the student who was not there that day.

There was some disagreement with the lab supervisor who went to seek the student anyway. He claimed the officers were quite insistent and rude about contacting this student.

"As far as I know, they didn't enter the classroom," Prof. Staines said. Apparently, the officers returned the next week at which time the lab instructor told them they could not contact the student in his class, said Prof. Staines. They went away without, to his knowledge, having gotten hold of the student.

When Prof. Staines spoke with campus security, he didn't find the campus police had acted in a highhanded manner. The campus security officers themselves had considered the lab supervisor rude and insistent.

Mr. Breakey, when questioned by Prof. Staines, admitted there was little written policy but that there were certain agreements between campus security and the RCMP. In this instance, the campus police agreed to make the inquiries for the RCMP as they feared the RCMP might not be as discreet as was required.

School is a 12-year course . . .

The student



Jerry Farber is an English professor at a Los Angeles college. The following article has been printed in numerous Canadian student newspapers and some of the editors were subsequently fired. The article as it appears here without the alleged obscenities was printed in *The Martlet* at the University of Victoria. It is also printed in *Hansard*.

**By
Jerry
Farber**

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow the question seriously, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hangups. From there we can go on to consider whether it might ever be possible for students to come up from slavery.

First, look at the role students play in what we like to call education. At Cal State where I teach, the students have separate and unequal dining facilities. If I bring a student into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a "nigger-lover." In at least one building there are even rest rooms which students may not use. Also there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 per cent effective.

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections—their average age is about 26—but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run, for the most part, by Uncle Toms, concerned principally with trivia. The faculty and administrators decide what course will be offered; the students get to choose their own Homecoming Queen. Occasionally, when stu-

dent leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

Students smile, shuffle and say "Sir"

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter.

The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, where to set the margins on his typewriter.

They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell The Man what he wants to hear or he'll fail you.

When a teacher says "jump" students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out—each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a provo; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in rage when they fall asleep.

During the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying "This class is not dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

Follow orders, please Her

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly

vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor, tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your finger, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddamn school. I mean there was no way out. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

Then there's the infamous "code of dress." In some schools, if your skirt looks too short, you have to kneel before the principal, in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change while he, presumably, jacks off. Boys in high school can't be too sloppy and they can't be too sharp. You'd think the school board would be delighted to see all the spades trooping to school in pointy shoes, suits, ties and stingy brims. Uh-uh. They're too visible.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality; obliging and ingratiating on the surface but hostile and resistant underneath. Like black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then.

Others—including most of the "good students" have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work in general education requirements. They're pathetically eager to be pushed around. They're like those old house-niggers you can still

find in the south who wonder what all the fuss is about because "Mr. Charlie treats us real good".

Students expert con artists

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State are expert con artists who know perfectly well what's happening. They want the degree and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor. They go through an emotional crisis every time they're called upon during a class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So student are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristics is timidity. They're short on balls. Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status.

In California state colleges the faculties are screwed regularly and vigorously by the governor and legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch-phrases like "professional dignity" and "meaningful dialogue."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues, not so much approval or con-

as nigger

demnation as open-mouthed astonishment: "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it, but a vast number of professors, who know perfectly well what's happening, are copping out again. And in the high schools you can forget it. Stillness reigns.

Teachers are chickenshit

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons who are unsure of themselves and need weapons and other external trappings of authority.

At any rate, teachers are short on balls. And, as Judy Einstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power.

Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the legislature may shit on you; but in the classroom, by God, students do what you say—or-else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim—anytime you choose—you can keep 35 students up for nights and have the "pleasure" of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with a title page, MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear—fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging person. What then can protect you from their ridicule and scorn? Respect for authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy iron. And, worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance—and parade a splendor learning.

Sexual hangups contribute

Finally, there's the darkest reason of all for the master-slave approach to education. The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white man so fearful of integrated schools and neighborhoods, and which makes castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins, before school years, with parents' first encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma with a bleeding, shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

How does sex show up in school? First of all, there's the sadomasochistic relation-

ship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening.

In walks the student in the Ivy League equivalent of a motorcycle jacket. In walks the teacher—a kind of intellectual rough trade—and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding.

In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us their perversion is intellectual but it's no less perverse.

Sex also shows up in the classroom as academic subject matter—sanitized and abstracted, thoroughly divorced from feeling. You get "sex eduction" now in both school and college classes: everyone determined not to be embarrassed, to be very up-to-date. These are the classes for which sex, as Feiffer puts it, "can be a beautiful thing if properly administered." And then, of course, there's still another depressing manifestation of sex in the classroom: the "off-color" teacher, who keeps his class awake with sniggering sexual allusions, obscene titters and academic innuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

Students are spayed

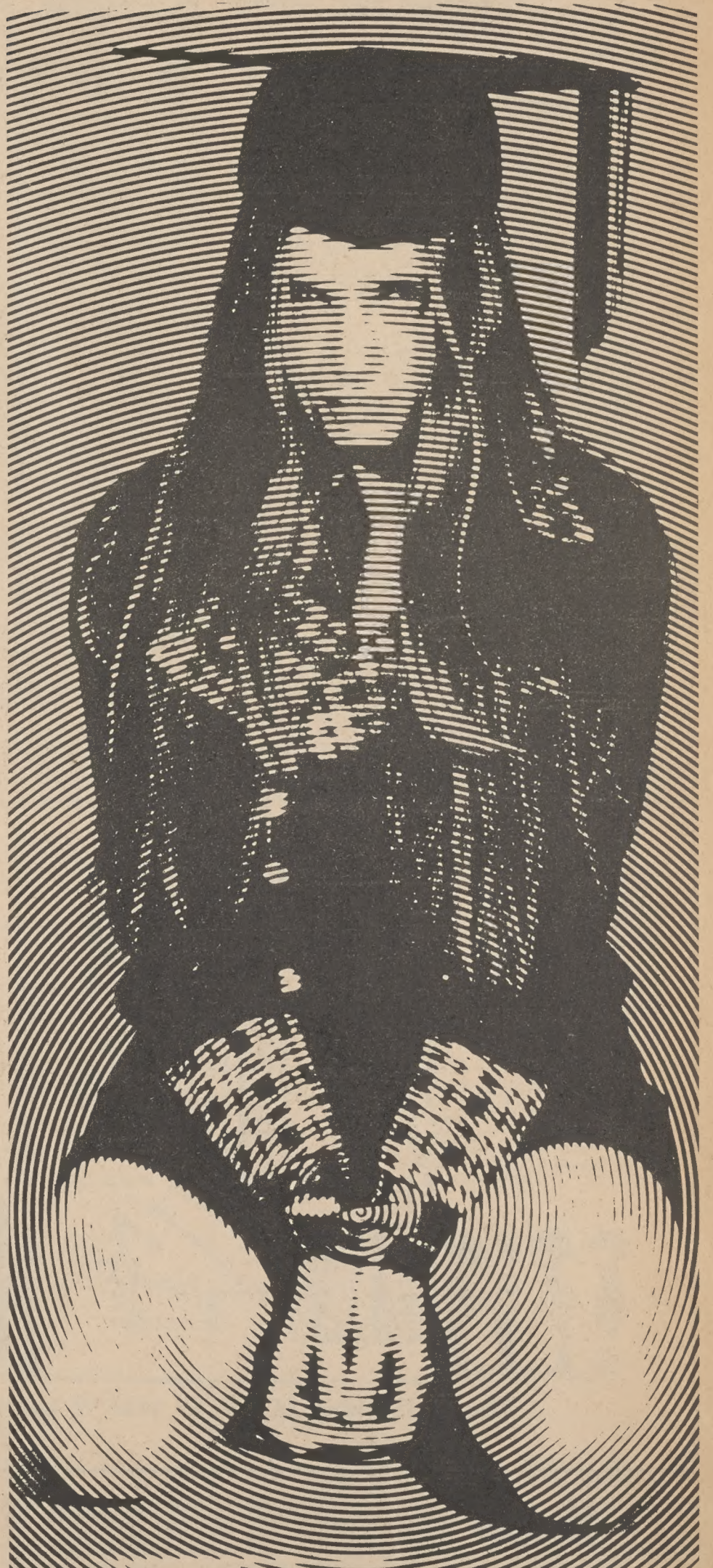
What's missing, from kindergarten to graduate school, is honest recognition of what's happening—turned-on awareness of what's underneath the petti-pants, the chinos and the flannels. It's not that sex needs to be pushed in school; sex is pushed enough. But we should let it be, where it is and like it is. I don't insist that ladies in junior high school lovingly caress their students' cocks (someday, maybe); however, it is reasonable to ask that the ladies don't, by example and stricture, teach their students to pretend that they aren't there. As things stand now, students are physically castrated or spayed—and for the very same reason that black men are castrated in Georgia; because they're a threat.

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an uglier and more timely word, you can only program them.

I like to folk dance. Like other novices, I've gone to the Intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms; they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk dance class. For his final he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe." And then the teacher graded him A, B, C, D, or F, while he danced in front of her. That's not education. That's not even training. That's an abomination on the face of the earth. It's especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason. Great, right? Get your hands in some clay? Make

... on how to be slaves



something? Then the teacher announced that a 20-page term paper would be required—with footnotes.

At my school we even grade people on how they read poetry. That's like grading people on how they bork. But we do it. In fact, God help me, I do it. I'm the Simon Legree of the poetry plantation. "Tote that iamb! Lift that spondee!" Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated.

As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitudes toward school, and my own residue of UCLA method are turning them off.

Another result of student slavery is just as dangerous—students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness—

(Continued on next page)

Police are an instance of normal repression

By JON BORDO AND RICH FRUCHT
SDU, SDC

The intervention of police on the campus, in the classroom, on the asses of young people weave Alberta into the general pattern of political repression of those who challenge the operation of the system.

The "system" describes the operation and control of our social lives and our economic labor by a minority of profit-seeking corporations and those who manage them. It is obvious that corporations and governments are associated since legislation protects and encourages corporate profit-making. Corporations and Universities are bound together since it is also obvious that Universities and technical schools provide the workers and managers. If there is a normal function of schools—primary, secondary, technical, and University—it is to train young people to fill particular slots in a corporately controlled economy. Government subsidizes education where education fulfills this function. This is the squirrel-cage called the "system."

Experience on campuses all across the continent in the past five years clearly points to one fact: this system and those who run it cannot tolerate any legitimate opposition, that is, any attempt to transform this pattern into one which shifts control over economy and society—including education—to the level of each and everyone of us. And the opposition to these attempts to de-bureaucratize, decentralize and humanize is fierce! What is happening at the University of Alberta is one blatant expression of this opposition; like a dying dinosaur whose time has come, thrashing about against the smaller but more evolved creatures who will one day dominate.

The issue at hand is police infiltration of the Alberta school system. This is not a random occurrence. This past September, U of A students intercepted a confidential memo from the University President dealing with the conditions under which police intervention would be required. The principal condition was "the disruption of the normal functioning of the University."

The University of Alberta is presently engaged in a "normal" fund-raising campaign directed at private corporations. Private corporations demand stable investment conditions (which is why they support dictators in Latin America, Spain, Vietnam and elsewhere). Stable investment conditions—the normal training function of the University (e.g., engineering students become the workers and social science students become the managers). When students begin to criticize the nature and ends of that training—that is, begin to criticize the "system"—they are

criticizing "THE NORMAL FUNCTIONING OF THE UNIVERSITY," hence, the infiltration of cops into the classrooms appears to be a normal activity.

Cops in the classroom is only one way of maintaining these so-called normal conditions. NORMAL FOR WHOM? NORMAL FOR CORPORATIONS? Authoritarian rules in high schools and at NAIT and SAIT, and at the University; the existence of classified information; and the monopoly over all information and its uses in the hands of a minority, these are all aspects of control and maintenance. The "system" maintains social control over our lives by controlling information so that while we may never "know" what is going on in the inside, like Charlie Chan we deduce this from what we can observe.

Example: In Edmonton there is only one information, The Journal. The Journal is dominated by one corporation—Southam—and both The Journal and Southam have not been known to champion the interests of the worker, the native peoples, the poor, the youth. Indeed, if one can talk of a ruling class press, Southam is it, and this role follows that of Springer in Germany.

Example: In the High Schools the boundaries between staff and student are completely enforced. At Strathcona, the principal clearly admitted that the responsibility of the school must be in loco parentis. Staff have staff rooms where students cannot enter. Students have absolutely no control over the curriculum. Relevance is defined by fifty-year olds. When students at Strathcona stopped attending classes in Grade 12 because they no longer had to bring notes their behaviour was labelled "irresponsible" when, clearly, their failure to attend was an expression of meaningful responsibility.

Example: Engineers are not taught the interrelationships of their technical training and social uses; they are not taught what their position is in modern society other than that of highly specialized—and rapidly obsolescent—technicians. If they were, they would quickly realize that they are WORKERS, exploited, and with no control over the products or ends of their labors.

Example: It is no accident that the key sector of the now working class being generated in Alberta at NAIT and SAIT are at institutions physically separated from the University and from any means (including education) of enabling them to understand themselves and their place in the society.

The SYSTEM requires WORKERS. The system EXPLOITS workers for corporate profit-making. The corporate system CONTROLS workers through education and a monopoly over information.

IF STUDENTS CAN SELF-DETERMINE THEIR EDUCATION, IF WORKERS CONTROL THE MEANS OF PRODUCTION, then THE MINORITY THAT RULES PRESENTLY CAN NO LONGER RULE.

But all of this is opposition . . . the use of "normal channels" is a means of diverting opposition towards legitimating a loaded "rules of the game"—normal channels for whom and whose interests do they represent?—and to continue to oppose these rules finally leads to the cops. In short, police infiltration is only one instance of normal repression—normal channels. It is irresponsible to tolerate normal channels—normal repression!

C'EST POUR TOI QU'ON FAUT LA REVOLUTION!

Rally at noon Wednesday

A list of demands

In view of the recent occurrences on this campus, including the information revealed in the correspondence between Dr. E. E. Daniel, chairman of the Pharmacology Department, and Vice-President Tyndall; we, the **Student Defence Committee**, have formulated these requests to be presented to the executive of the General Faculty Council.

PROPOSALS

1. The immediate cessation of all police activity on this campus with the exception of traffic direction.

2. The calling of an emergency General Faculty Council meeting under the following conditions:

(a) that the meeting is open to all students,

(b) that the students can freely discuss the substantive issues

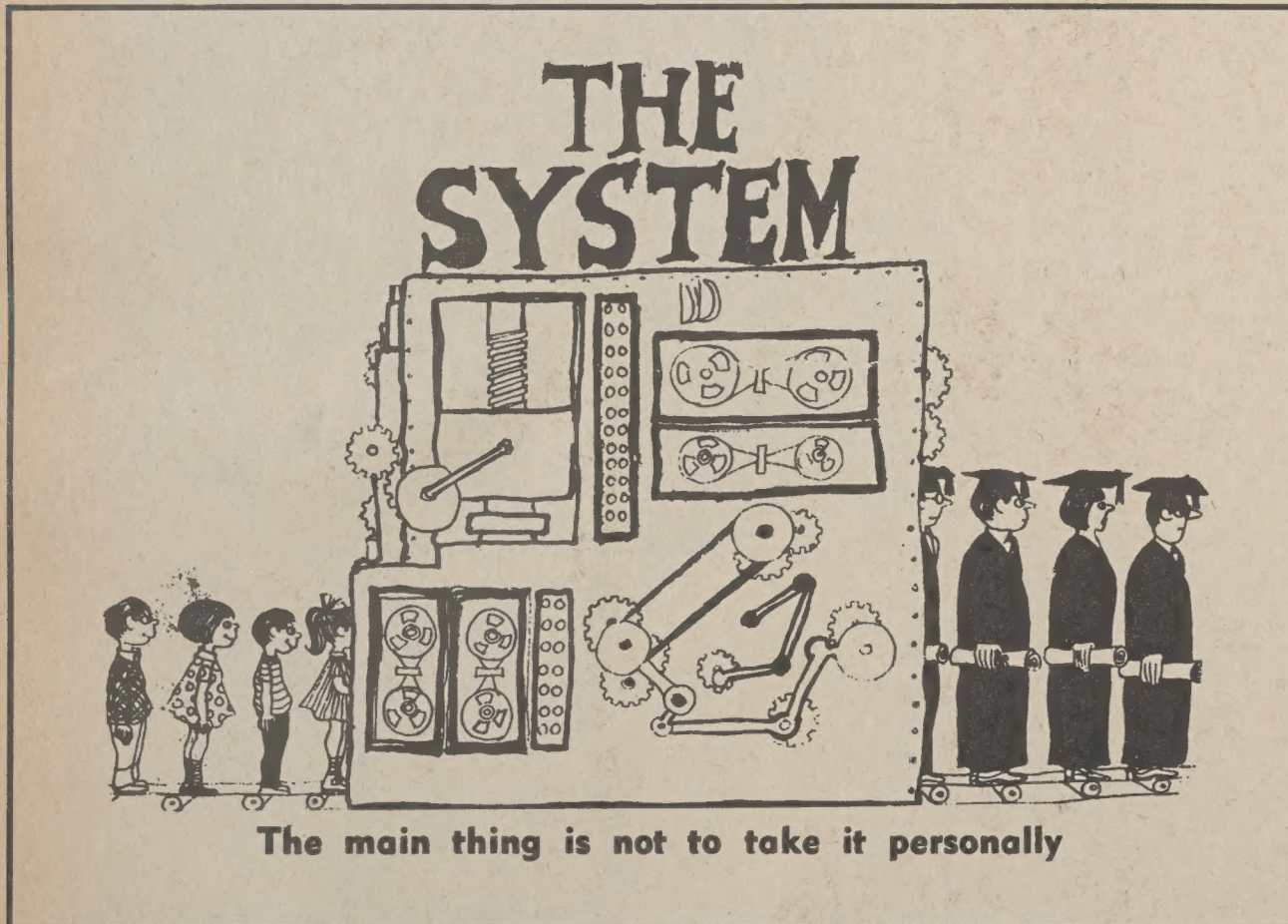
(c) that the students participate in the debate on an equitable basis to discuss the following issues . . .

(i) All jurisdiction in the matter of discipline and enforcement, academic and non-academic (including the police) must be under the control of students, faculty and non-academic staff (workers) on basis of parity.

(ii) Where the powers of the university as defined above in (i) overlap with the power of the civil authority, the latter has immediate jurisdiction, in order to eliminate the privileged position of students in society.

(iii) An open investigation of Vice-President Tyndall and the Chief Security Officer.

(iv) An immediate opening of all classified information including personal files. These must be disclosed if not destroyed.



Nigger

(Cont'd. from page 5)

over 16 years—to remain slaves. And for important jobs, like teaching, we make them go through more years just to make sure.

What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is the fact you have to start with in trying to understand wider social phenomena, say politics, in our country and in other countries.

Education oppression is trickier to fight than racial oppression. If you're a black rebel they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do.

Rebels students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. But dropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell."

How do you raise hell? That's another

article. But for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in the Great Watermelon Patch in the sky. They've organized. They've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration rather than on fear and respect, and to lay down their weapons. Students could discover community. And

they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum.

They could raze one set of walls and let life come blowing into the classroom. They could turn the classroom into a "field of action" as Peter Marin describes it. And they could study for the best of all possible reasons—their own resources.

They could. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.

Beneath the sky but above the ground

By W. W. P. BURNS

Now He stands hollowed-eyed looking to the ground, to the sky, searching with his hands, feeling with his fingers, he can almost understand it but the answer still escapes him. There are bags under his eyes now and the question is an obsession,

"what do I have to do to know?"

He hangs tenaciously to the thread dangling before his fingers,

what does it mean,

WHAT DOES IT MEAN, WHAT DOES IT MEAN and now he wonders if the question falls upon deaf ears, they do not want to know, what is the game and who knows the rules.

He wants to be in control

he wants to know what will be expected for his enlightenment,

"Ye shall know the truth and the truth shall make you free."

If he knew he would not be afraid anymore.

He is afraid now, they are all afraid and some people shy away having seen the face of danger. And he realized, yes, I can be broken. People say do not look too hard you will only suffer for it. But now he has to know because he is afraid, you cannot live there.

There are those who in their innocence do not question. We have accepted the world as it is and will not try to change it. We only ask to have a place in it, our pleasures and a minimum of heart ache. There is much we do not understand but we will accept those things and know it is not wise, for the temper of the spirit is a fragile thing, to try things our own way. So we will accept that life is just and play the role we have found ourselves in.

But there are other roles and there are ways to make you happy that you have never known of. And I would touch you there and I would kiss you here and for a moment you would feel the way it is to live in that often unreached world. Yet from this, you would choose to remain unenlightened and you will live your life to often suffer in silence and know not why but yet accept that that is the way that it must be.

They never talk like this, they never seem to meet on a common ground for one cannot tell the other which is the better place to be.

"Understand I never had a secret chart to get me to the heart of this or any other matter."

And there are those who can be controlled and do the job they are assigned and say it does not matter.

They are afraid of the forbidden world because anarchy is a threat and a straight line is a direction. They are afraid to ask where it is going. Once committed to a direction you must follow it and it will take all of

your life.

You may choose to spend your days, when you are old, upon a warm hearthstone and who can say that is not just;

What is the name of the game.

"I only do my job, I don't ask questions."

What if your job has become to hurt people.

"They only get what's coming to them."

For every action there is an equal and opposite reaction.

"Well, they have to work in secrecy."

YET YOU ARE DEALING WITH CHILDREN, THE SONS AND ALL THE DAUGHTERS OF THE PEOPLE OF THE LAND,

AND ALL ACROSS THE LAND

THE DIGNITY OF MAN

IS BEING REPUDIATED.

He wonders why people will talk about the things they do. He learns about the secrecy and the rules of inquisition.

yet is it just a ghost horse,

a shadow of the mind.

No, a young girl is taking speed, methedrine

and speed KILLS

and it is wrong to take life,

you were born to be young,

your freedom is your own

and the kind of drugs you're taking is just another kind of slave system.

and the cops will put you in jail

because you are divided, you are afraid of your own friends and your fear is justified because someone is being paid, and the modern day Judas will sell you into bondage.

There are those who will say this is not the truth. And they are afraid, they do not want to know anymore about this because it leads to other things and they could not cope with one or a thousand questions to which there is no answer.

WHY?

they cannot help being afraid, they only know what to do sometimes. Forgive them father for they know not what they do.

I do not want to be a martyr, I only want to be free. Yet they, when confronted with the question of the fact, will answer yes that is what is going on.

If you say its wrong you may go to jail. "Yours is not to question why, yours is but to do or die. "WHY?" "you aren't supposed to ask that kid, it'll only get you trouble."

You hit me and I'll hit you, officer,

For my light is no brighter than that of any man but no man's light burns brighter than my own.

Yet they tell what is going on and almost dare you to try to do something.

Part of it is guilt that they have to do those things part of it is fear, "god I finally told somebody after living for so long and not trusting anybody."

Gee grass feels good,

Wonder what feels better.

Here kid try some heroin, just grease my palm.

Great!

IS IT?

My colleagues and I have found, gentlemen, that this kid don't need nothing, he's high on natural things.

High, what does it mean, he's happy?

No, he knows he is alive,

he is not ruled or afraid

that death will strike tomorrow,

He's somehow found the faith in living from day to day. But what about the other kids that don't get there.

Well, their parents drink booze and that ain't wrong, nobody's high all the time, the kid thinks its going to get him someplace better than he is.

Well, that happens later on with the passing of time. Yeah but the kid he doesn't know that,

and you can't tell him or her about it if he's never been there.

NO FAITH EH?

no faith.

Its a desperation, they're reaching out for something, someone, to turn them on.

But its a nowhere trip.

Yeah, but sometimes you can get there by candle light,

YES, TRUE, BUT YOU COME BACK AGAIN AND ITS ONLY FOR THE DURATION OF THE BURNING OF A CANDLE.

I'm going where I'm going and I have to let it happen but I'll tell you

when I get there

I intend to stay.

A visit gives you an idea

but visits have to be terminated.

What is the name of the game and who makes the rules. we all do.

THE ENCAPSULATED MAN WHO BREAKS HIS COSMIC EGG DOES NOT HAVE TO ASK THE QUESTION FOR HE IS THE ANSWER. WE ARE WHAT WE BECOME.

it takes a lot of strength to get there. Are you on a journey to yourself?

I think so but a lot of time I'm just afraid and a lot of people are playing games that could destroy me because its done in secrecy and the rules are not made public.

I met an old man and he said:

As long as valor is virtue tyranny will rule,

the unconscious are the most dangerous of all they will try to stop those of us

who have found direction.

"If eternal vigilance be the price of freedom then let vigilance be the name of every man who claims to be free so that the courts of the inquisition do not creep into the courtrooms across the land.

A STRONG MAN SAID THAT.

Yes, he was not afraid to take action, he never laid down the torch, nor did he go to sleep in Flanders fields.

SO WHAT DO WE DO

Wait and when an opportunity comes- act, and you do not have to break things. It is wrong that they scare you,

we decided that fear was illegitimate.

When the law is used by the few to control the many through secrecy and purges of the inquisition it can wear no other name than that of fascism.

You have to learn the rules to the game they are playing, you have to find out how to cope. Because you are confused you are vulnerable

and the law,

it is organized.

CAMUS SAID: I WOULD LIKE TO BE ABLE TO LOVE JUSTICE AND STILL BE ABLE TO LOVE MY COUNTRY.

Now you know what he meant.

You have to expose a sore to the air and it has to be treated. The many that are not rot and eventually the patient dies. Sometimes you can run away when you are not strong enough to stand but you learn there is no place left to run so you start to ask WHY? was I and what are they afraid of.

WE ARE AFRAID THERE IS NOTHING OUT THERE.

Sing a song on someone
Forty bucks a head

Happiness is a warm gun
C.I.A. Breakey

What's a nice weed
like you doing in
a joint like this

University has
informed students

Big Brother
may be watching

Breakey
Breakey
Crash
He's busted

Santa Claus
is a paid
informer

O Canabis
we stand
on guard
for thee

Ed student expelled by Dean's Council

Blaine Gray, ed 1 student, was expelled March 4 by Dean's Council.

After considering a series of eight charges presented against Gray, the council decided he "be expelled from the University of Alberta on disciplinary and academic grounds."

Prominent among the charges was the injuring of Brian Fish in a university residence Jan. 3.

"Magistrate's Court determined I was acting in self defence but I was fined \$15 for hitting the guy too hard," said Gray. "The guy" was sent to hospital.

Gray was asked to leave the residence after hitting Fish.

He then requested additional time to obtain different lodgings.

However, in a letter to Gray, residence warden J. W. Irvine said "I understand that you have managed to secure additional time in the residence after having interviewed other members of the university staff. Professor Ryan supports me in requesting that you leave the residence immediately.

If you are still in the residence tomorrow (Jan. 4), further action will be taken against you."

Gray was out in the street.

"I was told by Mr. Irvine and Provost Ryan I could enter the Lister Complex to settle my affairs and pick up my mail," said Gray.

He did re-enter residence and was charged with unlawful entry of Lister Hall.

This incident led to an investigation of Gray and the laying of more charges. Among the charges were such items as failure to apply himself to his studies and failure to conduct himself with propriety as a student.

Gray says he has maintained a 5.0 average despite missing his mid-term examinations for what he says are medical reasons. He also feels his expulsion was in part due to his activities in the sociology department dispute.

"I don't want problems, I want to go to university," he said. With only a few weeks of university left, Gray says, he should not be expelled.

He said that he would rather have students submit him to discipline than the Dean's council.

"Administrators are not interested in the student as a person but as a student in a group. This is their way of maintaining order in the establishment," he said. Gray believes Dean's council to be "a big buddy-buddy committee."

"I feel that a student jury would have taken more things into consideration and been more impartial," he said.

Students' Union President David Leadbeater commented, "I don't think students should be expelled without having those judging include students. In the fall we will produce a system of students' law. This would go a long ways toward allowing the students to discipline fellow students."





Informers not hired— but they get paid?

"The game is open to everybody and anybody can play. The name of the game is turn in a friend for \$40."

When it comes to informing, reliable sources are a difficult thing to come by. One thing is certain. In this city there are at least three high schools in which an aura of distrust is starting to blanket the students. Not all of the students, and probably not a majority.

However, that depends on who you talk with. At one high school of a thousand students, a grade eleven girl involved in selling drugs claims the percentage of regular drug users is no higher than five per cent. Yet, a young city youth worker who graduated from the same school last year estimates 400 students use pot, hash, or LSD regularly.

Whatever the case, as the 15-year-old drug seller puts it: "Everyone suspects everyone else. The simple fact that this kid was taken down to the office made the kids think he was a narc. They left him alone at parties. The kids thought that this other boy was a narc because his father is a policeman. He had to eat alone in the cafeteria. He seems to be prying all the time so the kids suspect him. They don't trust anybody."

At another school, the tension seems to be less. As one student there said: "The kids all know who the narcs are and just stay away."

What the police are concerned about seem to be cases like these: Methedrine (speed)—"There was none during the first semester at our school, then this chick got a shipment and it was there for a month." "Speed" is the one that kills with overuse.

Marijuana—"If it was legalized, there wouldn't be the paranoia but I'll tell you this, you'd have a lot of stoned teeny-boppers walking around."

"Sure there's shooting (injections). If there's nothing else, you shoot speed."

As for the general feeling at one high school, a student says, "we have fun but it's a strange kind of atmosphere, you know."

EVERYONE "KNOWS"

Everyone, whether they smoke, drop, shoot, or not; just "knows" there are informers among them. They have no facts.

"There isn't any concrete evidence, just suspicions, things that could have been coincidences happening at the wrong time."

Some say they are paid, anywhere from \$40 for a "small head" to \$100, even \$500 for a "big head." Few students can back it up with even reasonable assumptions, it is just rumor. But the rumors are believed and the atmosphere is there.

Both the city police and RCMP pay for information as do most police forces. Both forces deny there are "going rates", that each case is judged on its merits. The city police say most of their information comes from concerned citizens.

Edmonton Polic Chief F. Sloane says \$40 for drug users "is a little rich for our blood."

Inspector W. H. Stuart, head of the city police morality department, says there is probably the "odd case" of high school students being paid but to his knowledge he does not think so.

In connection with drugs, he says there are no plainclothes police on campus. "I think the campus police always know when a city policeman comes on to the campus," he said.

"WE'RE NOT THERE"

Staff Inspector F. K. Shaw, of the city police says "we're simply not there. We are not the only police. You have your own security. It's darn too obvious and stupid anyway."

Chief Clerk of the RCMP's Criminal Investigation Branch says it is not the policy of the RCMP to send plainclothes police to the campus unless for a particular investigation. He says the force does not have enough men for such activity anyway.

RELIABLE SOURCE

But the person who named the game "turn in a friend for \$40" is neither a school student nor policeman.

His comments are published here not because they are unusual but because he is as close to being a "reliable source" as seems available.

Sunday, The Gateway contacted a district Community Development Officer who arranged to have the source contact the paper but in his opinion, "the chances are almost nil as the only phone numbers he has are in two downtown cafes."

However, he did phone, identified himself as an informal social worker and said that the kids "know that I'm not a cop and won't fink out on them."

These are his credentials as he listed them: Connections with several drug dealers or pushers, a connection with the plainclothes city police, and connections with the RCMP in that each gives the other useful information.

He had this to say. "I've known pretty well what has been going on in town ever since it started (the drug scene). I don't think in the high schools there is that much going on. The police have the situation well in hand, by watching the known pushers."

"Actually, at \$40 a head, it's uneconomical for the informer. The \$40 is paid for information on persons using marijuana, hash or LSD. One way or another, providing the name of the informer is known, 80 per cent of them get their money."

NEED INFORMER TO GET WARRANT

"I would say this is one thing for sure: they need to have an informer to be able to really get a warrant to search a place. They have to have more than sheer speculation to go on."

"When I was offered my little nest egg (for information on other matters than drugs), I got kind of sick. It made me sick to think that this is how hard up they are for information."

"I have heard directly from one person who informed and got his \$40. Carl Pesche (the "hooded informer" involved in arrests at Middle Earth last year) told me \$40 was the going rate when/he was undercover."

"There are some people on the police force who are on the kids' side. We found that out when it came right down to the nitty gritty at Middle Earth. When the police could only carry out 15 of their 40 arrest warrants, then we knew. Someone had warned the kids two days before the bust."

Just how much basis he really has for these statements is an unsolved problem. He says he plays the game very close to the edge and that is why his name does not appear here.

At least his comments seem indicative of the rumorladen, underworld atmosphere covering parts of Edmonton. That is not news either, that we have criminals.

The question seems to be, rather: how many kids are being dragged under by that world?

That question is one to ask when a 15-year-old, intelligent girl who pushes pot and looks quite like a freckle-faced boy with long hair, says candidly of informing: "It's unethical, it's all I can say. These guys get buddy-buddy with you and then they fink on you. How do you feel?"